



DRAFT TRANSITION PLAN For the Proposed Reassigned Boundary Change of Patrick Henry Elementary School and Theodore Roosevelt High School

I. Introduction

Chicago Public Schools (CPS) is committed to providing every child from every community with a high quality education that prepares them for success in college and in life. CPS students continue to make record-breaking academic progress in every part of the city. Our vision is that all CPS schools can build on this progress by offering high quality, rigorous instruction from talented educators that help put Chicago students on a path to lasting success.

On October 25, 2017, the Local School Council chairperson and the principal of Patrick Henry Elementary School (Henry), with the support of their parents and teachers, renewed a request that Chicago Public Schools (CPS) reassign the school's attendance area (currently serving kindergarten to 6th) to serve 7th grade by the 2018-19 school year and 8th grade by the 2019-20 school year. In the spring of 2013, parents, students and staff signed petitions and brought those petitions to the Board requesting the expansion. The Board did not approve the expansion at that time.

In line with this community-driven request, the Chief Executive Officer (CEO) of CPS is proposing to reassign the boundaries of Henry and Roosevelt High School.

The proposal involves the following changes:

- Adjust the Henry attendance area grades served to include 7th grade in the 2018-19 school year. Adjust the Roosevelt HS attendance area (currently serving 7th and 8th grades) to serve 8th grade through 12th grade in the 2018-19 school year.
- Adjust the Henry attendance area grades served to include 8th grade in the 2019-20 school year. Eliminate the Roosevelt HS attendance area that served the 8th grade in the 2018-19 school year, so that Roosevelt serves 9th through 12th grade students.

II. Summary of Proposed Action

CPS is proposing to reassign the attendance areas of Henry and Theodore Roosevelt High School (Roosevelt). Henry is an attendance area school located at 4250 N. St. Louis Avenue that serves Kindergarten through sixth grade, with a pre-Kindergarten program. Roosevelt is an attendance area high school located at 3536 W. Wilson Avenue that serves 7th through 12th grade. Henry currently serves 526 students and Roosevelt currently serves 1,099 students. If this proposal is approved, Henry would offer 7th grade in the 2018-19 school year and 8 grade in the 2019-20 school year.

This proposal is consistent with the Chief Executive Officer's Guidelines for School Actions (Guidelines) because it is a proposal requested by parents or community members via the process to request proposals outlined in the Guidelines. Specifically, we have heard the request for this proposal from the Henry Local School Council. Furthermore, the resulting space utilization after the reassignment boundary change will not exceed any affected schools' enrollment efficiency range, as defined by the CPS' Space Utilization Standards.

Under this proposal, Effective July 1, 2018, Henry will serve grades K-7 and on July 1, 2019, Henry will serve grades K-8. Effective July 1, 2018, Roosevelt HS will serve grade 8-12 and on July 1, 2019, Roosevelt HS will serve grades 9-12.

The transition plan outlined below summarizes supports that will be provided by Henry and CPS to ensure a smooth transformation from two schools into one.

III. Safety and Security

At the present time, there are no recognized CPS safety concerns at Henry. If this proposal is approved, the CPS Office of Safety & Security will work with the Administration of Henry to review each school's safety and security plan. A variety of supports for students and the community nearby will be considered with feedback from parents. These supports may include the following:

- First and foremost, CPS will hold safety planning meetings to ensure that all safety efforts are coordinated between CPS, Administration, Parents and the Chicago Police Department;
- Safety plans for parents who drive their children to school will be created;
- A review of safety technology will be conducted to determine whether existing safety technology needs to be enhanced. This review may include screening protocols;
- Review Security Officer Staffing levels based on approved action

IV. Supports for Students and Schools

CPS is committed to ensuring a successful transition if the Board approves this proposal. To accomplish this, CPS proposes the following supports to meet the academic, social and emotional, and specific learning needs of affected students. These resources may be further customized as feedback is obtained at community meetings and a public hearing regarding this proposal. Additionally, resources may be adjusted to meet the unique needs of affected students if deemed necessary.

Support for Students' Academic Needs

To ensure students receive high-quality academic instruction throughout the transition, the following will occur:

- Ensure the allocation of funds and budget resources to equip future 7th and 8th graders with academic resources and materials needed for academic success.
- **Academic Planning Teams:** Henry will designate teachers to form academic planning teams. Academic Planning Teams consisting of teachers, grouped by subject and grade level, will meet to plan the curriculum, which will ease the transition of the addition of 7th and 8th graders.
- **Common Scheduling/Enrichment:** Henry will outline the programs at the school and will discuss how the programs at the school can be extended and enhanced in the schedule for the next academic two years to support the addition of 7th and 8th graders.
- **Assess the need for Professional Development:** Since the school population will remain similar, professional development will be focused on integrating the staff to ensure that the academic environment provides for a strong, continuous educational focus for 7th and 8th grade students in the building.
- Work with the Department of Personalized Learning to develop a strategic plan on how to bridge personalized learning from 6th to 7th grade. The Department of Personalized Learning will be able to offer support to the administrative and teacher teams, as needed.

Support for Students' Social and Emotional Needs

CPS understands that when students transition into new situations and environments, additional support is needed to help them adjust. CPS and The Office of Social Emotional Learning (OSEL) will consult with the Henry school community to continue existing SEL supports and determine the need for additional resources for a school-specific plan that may include the following:

- Assess the need for a Climate/culture team that may consist of a group of representative staff (including administrators, teachers, counselors, and security officers) from both schools to develop a combined climate & culture team, which will lead the planning of school-wide policies and practices to promote positive relationships and a welcoming, supportive school environment. This includes cultivating a sense of community between all staff and students.
- Assess the need for a Behavioral Health Team to support both schools in ensuring their existing systems identify when students have higher levels of social and emotional need, connect them to targeted interventions and track their progress to ensure success. Guiding practices will be established through collaboration to prepare for students who may need additional social and emotional support. Training will be supported by CPS and The Office of Social Emotional Learning.
- Assess the need for additional professional development for all teachers to help them develop skills and resources that support all students

Support for Specific Students' Needs

To ensure students who have unique needs or circumstances are adequately supported in this transition, we have developed the following educational "draft blueprints:"

Support for Diverse Learners

Students with disabilities and their families will be supported in the transition process through clear communication, continual support for academic instruction and ensuring that Henry is fully able to implement students' Individual Education Programs (IEPs). Students with disabilities, as with all students impacted by school actions, will receive intensive support to ensure their academic and social-emotional needs are met. Students with disabilities will also receive the following categories of support, adjustable to individual student/family need:

Current students with disabilities will continue to receive the following supports, required by law:

- *A free and appropriate public education (FAPE)*
- *The implementation of the student's IEP in the least restrictive environment (LRE)*
- *A focus on student academic and social emotional progress*

In addition, a district representative from the Office of Diverse Learner Supports and Services (ODLSS) will be assigned to work with families and students to support them as 7th and 8th graders. Specifically, the district representative will:

- Work with teachers on appropriate programming to support the diverse learners.
- Make sure classrooms are appropriately set up for the students with diverse learning needs.
- Henry families can reach their District Representative, Kasandra Posey, at kmposey@cps.edu.
- Roosevelt families can reach their District Representative, Eric Haney, at emhurtado1@cps.edu.

Support for Students in Temporary Living Situations

- The CPS Office of Students in Temporary Living Situations (OSTLS) will continue the support provided to Students in Temporary Living Situations (STLS) as required by law. These include free school meals, enrollment support, provision of required school uniforms and school supplies as needed, transportation assistance when eligible, and waivers of all school related fees;
- Under the proposed re-assignment boundary change, returning STLS students may choose to attend Henry or meet with OSTLS staff to identify enrollment options, develop academic readiness plans and safety plans to support them throughout the transition period;
- STLS staff is available if the students wishes to learn about additional schools to transition to;
- For those students who had been homeless before the 2018-19 school, their school of origin will become the first school where they enroll for the 2018-19 school year;
- For families currently enrolled in the STLS program, younger siblings may attend the same school that their older sibling elects;
- Additionally, CPS will provide professional development and support to staff on providing transition services for STLS students.

Support for English Learners

- Current and future English Language Learners (ELs) will receive state-mandated bilingual services (Transitional Bilingual Education (TBE) or Transitional Program of Instruction (TPI)), as required;
- English as a Second Language (ESL) instruction provided by an ESL-endorsed teacher is part of both programs;
- Meaningful access to the core curriculum is provided to TBE students through native language instruction in the core content (language arts, math, science, and social studies). For TPI students, meaningful access to core curriculum is delivered through sheltered English content instruction and native language supports, based on the individual student's need, and provided by appropriately endorsed (bilingual- or ESL-endorsed) teacher(s).

Support for Students' Transportation Needs

- Provisions for specific student populations (i.e., student with disabilities, Students in Temporary Living Situations, and NCLB qualifying students), as determined by the CPS transportation policy, will continue to apply.

V. Additional Logistical Information

Information Regarding Choice of Schools

If this proposal is approved, Henry will enroll 7th graders in the 2018-2019 school year and 8th graders in the 2019-2020 school year. CPS is committed to providing educational options that fit each student's unique learning needs. To support families in understanding their enrollment options, information from the Office of Access & Enrollment is available:

- Online (www.cps.edu or www.cpsoae.edu),
- By email (oea@cps.edu),
- By phone (773-553-2060)
- At an information session to be scheduled at a future date if the Board approves the proposal.

Public Comment

Community Meetings and Public Hearings:

CPS will hold two community meetings and one formal public hearing regarding this proposed action. Public comment will be accepted during each meeting or hearing. CPS is committed to considering community feedback and will amend this draft transition plan accordingly.

Community Meeting 1

January 10, 2018

6 to 8 p.m.

Helge A Haugan Elementary
School

4540 North Hamlin Avenue

Community Meeting 2

January 17, 2018

6 to 8 p.m.

Patrick Henry Elementary
School

4250 North St. Louis Avenue

Public Hearing

January 26, 2018

4:30 to 6 p.m.

CPS Central Office

42 West Madison Street

Further Questions and Concerns:

All of this information can be found at CPS.edu/Transitions. If you have any questions or concerns regarding this proposal and the draft transition plan, please call Chicago Public Schools at (773) 553-1500 or email Transitions@cps.edu.